

English Inquiry (ENT315124)

External Assessment Specifications

External Assessment Specifications inform the development of external assessments and must be read in conjunction with the current English Inquiry Level 3 course document, available on the [TASC Courses](#) webpage. The primary audience for this document is the course Marking Coordinators, markers, teachers and students.

The *TASC Frequently Asked Questions – Externally assessed folios* document on the [TASC Folio Assessment](#) webpage, provides general information for all students and teachers about externally assessed folios.

Information about academic integrity requirements is available on the [TASC Academic Integrity](#) webpage.

FORMAT AND STRUCTURE

The external assessment for this course consists of **one (1)** component:

A folio comprised of:

- a reflective statement (1200 – 1600 words)
- a comparative analysis response (1600 – 2000 words)
- a multimodal persuasive response (1200 – 1600 words plus visual multimodal elements)
- a multimodal creative response, presented as ONE of the following:
 - 1200 – 1600 words of multimodal print **or**
 - 3–4 minutes multimodal (non-print) **or**
 - 600 – 750 words of poetry with accompanying multimodal elements.

CRITERIA TO BE ASSESSED

The criteria to be externally assessed are:

Criterion 1: apply and control language to express and develop ideas

Criterion 2: apply communication skills through speaking, listening, reading, writing, viewing and representing

Criterion 3: analyse the ways language is used to position audiences

Criterion 4: create a range of oral, written and multimodal texts[†]

Criterion 8: investigate and create representations of point of view and perspective in texts[†].

[†] Contemporary spoken, written and multimodal texts from English and a range of other disciplines.

ASSESSMENT

All criteria are assessed using extended alpha marking: A+, A, A-, B+, B, B-, C+, C, C-, t+, t, t-, z.

Final results will be awarded as a rating of A, B, C, t or z in the above criteria. These ratings are used in determining the final award according to the algorithm in the course document.

If a student does not submit an independent inquiry, they cannot achieve more than a Preliminary Achievement (PA) for this course.

INDEPENDENT INQUIRY GUIDELINES

These guidelines provide comprehensive details for students, teachers and markers about what component/s form the external assessment for this course.

From 2025, the course Assessment Report available under the *Supporting Documents* section of the ENT315124 *English Inquiry* Level 3 course page will address issues, strengths and weaknesses about the previous year's assessment of the independent inquiry and should be read in conjunction with the guidelines.

Markers will use marking guidelines to mark the independent inquiry. TASC strongly encourages teachers to use the marking guidelines to assess the projects internally.

The final independent inquiry must be electronically submitted by the student to their teacher for external assessment by the internal due date, set by the teacher. The teacher **must** submit the folio to TASC via TRACS by the published *due to TASC* date, available on the [TASC Folio Assessment](#) webpage.

The teacher cannot extend the published *due to TASC* date, however, they may set an earlier deadline for the purpose of internal assessment.

The independent inquiry will explore ways of representing a concept through a range of contemporary texts (oral, written, multimodal) from English as the primary discipline and at least one other discipline.

Students will:

- select **one (1)** prescribed concept from 'identity' 'transformation', 'power' or 'sustainability' that they have **not** previously studied in *English Inquiry* Level 3
- nominate at least **one other discipline** to make transdisciplinary connections with the *English Inquiry* Level 3 course content for the purpose of the inquiry
- self-select **one (1)** substantial[△] English text related to the selected prescribed concept
- self-select **two (2)** shorter texts in different forms and media from other identified disciplines related to the selected prescribed concept
 - students must **not** select texts previously taught by their teacher in Modules 1 or 2
- express their independent inquiry focus as an inquiry question to be answered
- critically and creatively express their point of view and perspectives in their inquiry on a prescribed concept. Students are strongly advised to write themselves into their independent inquiry focus question or statement (using the first person). If using the third person in their critical response, make sure a personal position is discernible in the focus question
- clearly write their focus question on a cover page, preceding the reflective statement.

△ a substantial text is considered to be:

- 200+ page novel or book
- 90+ minute feature-length film
- 90+ minute play script.

Students should:

- choose and start reading or viewing their chosen text early in the year in case they change their mind and need time to refocus their inquiry
- decide on their prescribed concept and the transdisciplinary connection they will make and discuss this with their teacher
- have regular discussions with their teacher about their progress
- ensure their teacher sights their study journal regularly.

The independent inquiry focus must:

- clearly address the selected prescribed concept
- enable transdisciplinary study between English as the primary discipline and at least one other discipline
- encompass the analytical, persuasive and creative responses
- contain four different types of response which will be composed from differing points of view. Students will need to carefully consider which narrative stance they take in composing their responses according to the specified requirements.

Independent inquiry length and word count

The independent inquiry has a word limit of 5200 – 6600 words (if submitting 4 written pieces) or 4000 – 5200, plus a recording of 3 – 4 minutes multimodal (if submitting 3 written and a multimodal). Inquiries outside of the word limit will be penalised on Criterion 1 by one rating.

The word count includes any footnotes provided but does not include quotations or the reference list. Where a required multimodal component is not submitted, penalties will be applied in accordance with the Multimodal Requirements outlined under Penalties.

Penalties

Multimodal requirements: The persuasive and creative responses are required to be multimodal as evidenced against **Criterion 4: create a range of oral, written and multimodal texts.**

In relation to the marking of Criterion 4, where multimodal elements in the folio are:

- **not** included, this may result in a 'z' rating if there is no evidence.
- included but are minimal, decorative, or do not contribute to meaning, audience positioning, or representation of perspective, this may result in a 't' rating if there is limited evidence that does not meet the 'C' standard.

Presentation of the independent inquiry

When presenting the independent inquiry, the following points must be noted:

- Students are expected to provide a reworked and polished written product.
- The teacher is required to see all versions of the student's work. If word-processing, students must make sure they save a copy of each draft they produce. No allowances can be made for technological failures including software and hardware malfunctions.
- Careful attention needs to be given to correct spelling of all proper nouns, including titles, composers' names, characters' names, etc, as assessed by Criterion 1.
- Students must provide a cover page that includes the titles of the selected texts used in the inquiry and a word count. The proforma cover page is available under the *Supporting documents* on current course page, on the [TASC Courses](#) webpage, including external assessment material and must be used by all candidates.
- Student folios must be submitted as a PDF and may also include MP4 files. Students must save a copy of their work onto the school server when submitting the folio. Teachers and students need to work together to ensure that the files submitted **must** be no larger than 500 megabytes.
- Students must use 1.5 spacing only in their inquiry.
- A sans serif size 12 font such as Arial or Gill Sans MT must be used. Any variation to this must be integral to the textual integrity of the piece. For example, if students are presenting a film script as their creative response, they must use 12-point Courier (or Courier Prime, Courier New, Courier Final Draft) as this is the industry standard.
- Cover pages for each different component of the folio must not be used. Students who continue to do so will be penalised on criterion 1.
- Students **must** include their TASC ID in the header of every page of the independent inquiry.
- Every page must be paginated.
- Borders, decorations and 'project' style covers do not add to the textual integrity of the independent inquiry and must not be used. Cover pages for each different component of the independent inquiry must not be used.
- Students **must not** include their inquiry question as a header.
- Students **must not** include any identifying information in their submission, including their name, their teacher's name, or the name of their school. This applies to all parts of the submission, including document content, file names, headers, footers, and cover pages.

Referencing

Students must consistently use the MLA9 Referencing system in all components of their independent inquiry. The correct use of a referencing system forms part of the overall awarding of Criterion 1.

All information, including images and sounds, derived from other sources must be referenced.

A detailed list of the works cited must be located at the end of the independent inquiry – that is, after the narrative response. This list must include all works used in the comparative analysis, and the persuasive and narrative responses.

Quotations must be presented as outlined in the referencing system used (MLA9).

Declaration form

Students must complete and submit the Student Inquiry Declaration available on the TASC website before the independent inquiry is submitted. Teachers will hold the declaration and will be asked to provide it to TASC if required. The declaration form must not be submitted with the independent inquiry via TRACS.

ADVICE TO TEACHERS

For each student, teachers are required to:

- see all work as it progresses
- make sure the presentation and content requirements for the independent inquiry and the penalties for not meeting them are well known and understood by all students.

It is essential that:

- providers ensure that the prescribed concept selected for study in the independent inquiry, 'identity', 'transformation', 'power' or 'sustainability', has not been previously studied in Modules 1 or 2 of the *English Inquiry Level 3* course
- providers ensure that the student-selected texts for the independent inquiry have not been previously studied in the *English Inquiry Level 3* course
- providers take a range of measures to ensure academic integrity
- aspects of the process of development of the independent inquiry take place in school time
- the supervising teacher regularly monitors work completed away from school. The response must be entirely original and must be completed independently, without assistance from another person or any form of generative artificial intelligence
- the independent inquiry is the student's own work. However, students should be supported by the teacher to develop and finalise their work
- students are provided with approximately 35 hours (7 weeks or equivalent) of class and other time for the study. Teachers can choose when to allocate time for the independent inquiry to their classes, bearing in mind the submission date in Module 3. Time allocated does not have to be consecutive.

Students are strongly advised to write themselves into their independent inquiry focus question or statement, using the first person. This will allow students' personal perspectives to be assessed against criteria 3 and 8.

Learner independent inquiry plan checklist

- Teachers and students can use this document in the development of the student's independent inquiry.
- Refer to the checklist for more information.

Submission of folio

The provider **must** submit the folio to TASC via TRACS as one complete electronic document by the published *due to TASC* date, available on the [TASC Folio Assessment](#) webpage.

TRACS submission requirements are available on the [TRACS Resources webpage](#).

ADVICE TO MARKERS

The criteria to be assessed through the marking of the independent inquiry are:

Criterion 1: apply and control language to express and develop ideas

Criterion 2: apply communication skills through speaking, listening, reading, writing, viewing and representing

Criterion 3: analyse the ways language is used to position audiences

Criterion 4: create a range of oral, written and multimodal texts[†]

Criterion 8: investigate representations of point of view and perspective in texts[†].

[†] Contemporary spoken, written and multimodal texts from English and a range of other disciplines.

Reflective statement: criteria 1, 2, 3 and 8

Comparative analysis: criteria 1, 3, 4 and 8

Persuasive response: criteria 1, 2, 4 and 8

Creative response: criteria 1, 2, 4 and 8

Prior to the commencement of marking, markers will be required to meet with the Marking Coordinator. This meeting will include training in the use of both the marking guide and the course criterion elements and standards when determining ratings.

PENALTIES

TASC takes the issue of academic integrity very seriously. If it is found that that a student has breached the TASC external assessment rules and has not maintained academic integrity when submitting their work for practical assessment, a penalty can be applied.

Independent inquiries outside of the prescribed word limit will be penalised on Criterion 1 by one rating.

Cover pages for each different component of the folio must not be used. Students who continue to do so will be penalised on Criterion 1.

APPENDIX 1: COMPONENTS OF THE INDEPENDENT INQUIRY

Study Journal

Students must keep a study journal in order to monitor their progress in any form they prefer. The purpose of the study journal is to chart progress and to demonstrate that students have abided by the rules of academic integrity. Students should make and date regular entries, and record their reading, research, achievements, planning for the next stage and any problems or difficulties they are experiencing. Students should make notes about tasks they have to undertake and notes on their text as they read. Students should use their study journal to reflect on their reading, listening or viewing, and detail all sources of information.

The study journal is **not** submitted for external assessment but is an internal requirement to assist teachers in demonstrating evidence of the students meeting the TASC academic integrity requirements.

The Reflective Statement

The reflective statement is composed at the end of the composition process and is an insightful piece of work that outlines the folio process/experience, exploring both academic and personal growth through the process, examining the personal connection to the topic and analysing the ways in which the three subsequent pieces interrelate.

The reflective statement will be shaped in the form of a word-processed statement.

In the reflective statement students will:

- summarise the intention of their investigation and the relationship with the three major responses contained in the independent inquiry, briefly explaining:
 - why they selected the prescribed concept for their inquiry focus
 - what they wanted to communicate through their inquiry question
 - the way(s) the inquiry is transdisciplinary
 - the connections between their inquiry question and the three major responses
- explain and justify why they chose to:
 - represent particular points of view and perspectives on the concept in a particular way
 - use particular language features, techniques, conventions, structure, forms and modes
 - outline new learning (ideas, points of view or perspectives about the prescribed concept) developed in response to the inquiry.

Students will write between 1200 –1600 words. The reflective statement is part of the total word count (5200 – 6600 plus 3–4 minutes multimodal) for the whole independent inquiry.

The Comparative Analysis

Students will compare the representation of the prescribed concept across all three selected texts from the English discipline and their selected discipline. To do this students will analyse different points of view, perspectives and the multimodal (language, audio, visual) features of the texts selected.

The comparative analysis will be shaped in the form of a written essay.

Students will select and negotiate with their teacher:

- a prescribed concept to study from Module 3 in the *English Inquiry* Level 3 course document
- a substantial English text related to the prescribed concept selected
- two shorter texts in different forms and media (print media and multimodal texts) from other discipline areas related to the prescribed concept selected
- the transdisciplinary connections they will make.

The total word count for the comparative analysis is between 1600 – 2000 words.

In this component of the independent inquiry students will write an essay that reveals substantial thought and time commitment.

The essay is to be written in third person. Students should review the course criterion standards to help them focus their thinking.

The Persuasive Response

The persuasive response will be shaped in the form of an argument expressing the student's point of view and other perspectives on the prescribed concept selected. The persuasive response **must be multimodal**. Students are required to integrate purposeful visual multimodal elements alongside written text.

Submissions that do not incorporate multimodal elements **do not meet the requirements of Criterion 4**.

Multimodal elements may include, but are not limited to, images, layout, typography, colour, or other visual design features that contribute to meaning and audience positioning.

Transdisciplinary connections between English and the selected discipline will be evident.

It will be crafted and communicated as a print multimodal combining written and visual multimodal print, using selected persuasive text types.

Images can be created by the student or be referenced images of others. If students have created an image, when referencing, they must state 'image created by author', and not include their name.

As no external assessment can contain personal information students **must** not include their name or the identify their school.

The total word count for the persuasive response is between 1200 – 1600 words plus images.

The Creative Response

The creative response will be shaped in the form of a narrative argument.

Transdisciplinary connections between English and the selected discipline will be evident.

It will be crafted and communicated as either a written text type multimodal print or non-print.

It will either:

- represent the same points of view and perspectives already explored and expressed in the comparative and the persuasive response on the prescribed concept

OR

- represent different points of view and perspectives on the prescribed concept.

All creative responses must demonstrate multimodality, whether presented as print or non-print texts. A purely written creative response that does not incorporate multimodal elements **does not meet the requirements of Criterion 4.**

The creative response will relate clearly to the focus of the independent inquiry and serve as another way of showing knowledge and understanding of the representation of the concept in the selected transdisciplinary texts.

The selection of appropriate multimodal text type and medium to convey a narrative argument is significant to the effectiveness of the response.

Depending on the multimodal text type selected, the size of the creative response will be ONE of the following:

- 1200 – 1600 words of multimodal print **or**
- 3–4 minutes multimodal (non-print) **or**
- 600 – 750 words of poetry with accompanying multimodal elements.